Volume Contents 1999

1 **Guest Editorial – Working and learning in a controlled environment**
Ann E Norman and A Parrish

2 Network **Reconstructing nursing: evidence, artistry and the curriculum**
Di Marks-Maran

10 Commentary
Lovemore Nyatanga

12 **Nurse education: a skill mix for the future**
Sally Glen and Alison Clark

20 **Journalling and the teaching of spirituality**
Tony Bush

29 **Reflective education for professional practice: discovering knowledge from experience**
Judith Lyons

35 **Counselling as part of the nursing fabric: where is the evidence? A phenomenological study using 'reflection on actions' as a tool for framing the 'lived counselling experiences of nurses'**
Mohammad S Soobhany

41 **Self-efficacy of preceptors in the community: a partnership between service and education**
Yvette Laforêt-Fliesser, Catherine Ward-Griffin and Charlene Beynon

53 **Nurse education in Australian universities in a period of change: expectations of nurse academics for the year 2005**
Eileen T Sellers and Cecil Deans

62 **'Stories' or 'snapshots'? A study directed at comparing qualitative and quantitative approaches to curriculum evaluation**
Brian Pateman and Annette M Jinks

71 **Psychological care in nursing education and practice: a search for definition and dimensions**
Helena M Priest

79 **The nurse lecturer role in clinical practice conceptualized: helping clinical teachers provide optimal student learning**
Kathryn J Ahern

83 **Book/media reviews**

85 **Current referees**

86 **Diary**

86 **Forthcoming issues**

87 **Guest Editorial – Clinical governance: where does nurse education fit?**
Collette Clifford

89 Network **Assessment of mental health nursing competence using level III academic marking criteria: the Eastbourne assessment of practice scale**
Mark Hardcastle

93 **Continuing education needs of community nurses, midwives and health visitors for supervising and assessing students**
Ann M Thomson, Susan Davies, Bernadette Shepherd and Karen Whittaker

107 **Preparing for the future: the status of genetics education in diploma-level training courses for nurses in the UK**
Maggie Kirk

116 **This little piggy went to market: using a health education market as a learning strategy for preregistration Bachelor of Nursing students**
Rosalind Bull and Philippa Martyr

122 **Nursing students' perceptions of their first mental health placement**
Peter W Nolan and Man Cheung Chung

129 **Some important limitations of competency-based education with respect to nurse education: an Australian perspective**
Helen Chapman

136 **Integrating information literacies into an undergraduate nursing programme**
Margaret C Wallace, Allison Shorten, Patrick A Crookes, Catriona McGurk and Chris Brewer

142 **Discontinuation, leaving reasons and course evaluation comments of students on the common foundation programme**
Jean White, W Robert Williams and Barbara F Green

151 **Present tense commentary: a qualitative research technique**
Theresa Mitchell

159 **Controversial issues: a case for neutrality?**
Paul Cain

164 **Contracting for nurse education: nurse leader experiences and future visions**
Pamela Moule

172 **Book reviews**

173 **Editorial – Developing a work-based learning philosophy**
Peter Birchenall

175 **Respecting and breaking confidences: conceptual, ethical and educational issues**
Paul Cain

182 **Problem-based learning in a competency-based world**
Gregory A Bechtel, Ruth Davidhizar and Martha J Bradshaw

188 **The part-time student role: implications for the emotional experience of managing multiple roles amongst Hong Kong public health nurses**
Ann Tak-Ying Shiu

199 **The development of a system for accrediting prior learning of nurses**
Joan Mulholland and Helen Leith

207 **The nurse teacher's clinical role now and in the future**
Andreas P Ionnides

215 **The biosciences in the pre-registration nursing curriculum: staff and students' perceptions of difficulties and relevance**
Sue Jordan, Shân Davies and Barbara Green

227 **The selection of students for children's nursing: the qualities expected of candidates**
Sue Price

239 **Nursing to care or caring to nurse: a qualitative investigation of perceptions of new recruits**
Shirley M Tennant

246 **Moral guidance, moral philosophy, and moral issues in practice**
Janet Holt and Tony Long

250 **The development of empathy in students on a short, skills based counselling course: a pilot study**
John R Cutcliffe and Paul Cassedy

258 **Book/media reviews**

260 **Diary**

261 **Guest Editorial – Trends, bandwagons and academic standards**
Evelyn Paton and Sheila Nimmo

263 Network **Experienced nurses learning with medical students: a case study**
Lindsay Bowles and Helen M Jones

269 **The way forward for practice education**
Peter Jarvis

274 **ASSET: a model for actioning spirituality and spiritual care education and training in nursing**
Aru Narayanasamy

286 **Seven years on: distance learning courses for first level registered nurses and midwives**
Elizabeth CB Rogerson and Ronald M Harden

295 **Rewriting myself**
Gary Rolfe

299 **Knowledge in health visiting practice**
Lois Goding and Paul Cain

306 **Improving care requires leadership in nursing**
Michael J Cook

313 **A taxonomy for developing cultural competence**
Philip Lister

319 **Ability and attitudes to mathematics of post-registration health-care professionals**
Chris J Lerwill

323 **Student nurse satisfaction: implications for the common foundation programme**
Faye E Kinsella, W Robert Williams and Barbara F Green

334 **Monitoring the quality of pre-registration education: development, validation and piloting of competency based performance indicators for newly qualified nurses**
SE O'Connor, J Pearce, RL Smith, D Vogeli and P Walton

342 **Book/media reviews**

343 **Forthcoming issues**

345 **Guest Editorial – Shared learning: a phenomena for celebration and a challenge to health educators**
Lynn Basford

347 **The use of brief written educational material to promote reflection amongst trained nurses: a pilot study**
Nicola Spencer and Rob Newell

357 **Designing and implementing a 'dual diagnosis' module: a review of the literature and some preliminary findings**
Michael Gibbs and Helena M. Priest

364 **Problem-based learning: an educational strategy to support nurses working in a multicultural community**
Jeanine Blackford and Annette Street

373 **Facilitating learning in the community with lecturer–practitioner posts**
Bernadette Shepherd, Ann M. Thomson, Sue Davies and Karen Whittaker

386 **Learning spiritual dimensions of care from a historical perspective**
Aru Narayanasamy

396 **The development of *NEdSERV*: quantitative instrumentation to measure service quality in nurse education**
Paula Roberts

408 **An exploratory study of nursing and medical students health promotion counselling self-efficacy**
Heather K. Spence Laschinger and Carol P. Tresolini

419 **Achievement motivation, anxiety and academic success in first year Master of Nursing students**
Lynn McEwan and Dolly Goldenberg

431 **Editorial – Learning and teaching beyond 2000**
Peter Birchenall

433 Network **Insufficient evidence: the problems of evidence-based nursing**
Gary Rolfe

443 **Students' part-time work: towards an understanding of the implications for nurse education**
Tony Lee, Josephine M. Mawdsley and Hazel Rangeley

452 **Nurses' perceptions of the value of written reflection**
Melanie A. Jasper

464 **Attitudes of Hong Kong high school students towards the nursing profession**
Joh-Chin Rossiter, Andrew Foong and Po-Tai Chan

472 **Change of outlook on elderly persons with dementia: a study of trainees during a year of special education**
Margareta Skog, Margareta Grafström, Birgit Negussie and Bengt Winblad

480 **Transfer of knowledge and skills: some implications for nursing and nurse education**
William Lauder, William Reynolds and Neil Angus

488 **Developing a distance learning honours degree in health promotion for delivery using the internet**
Gill Young, Di Marks-Maran and Justin Macklin

495 **Delphi technique: one cycle of an action research project to improve the pre-registration midwifery curriculum**
Diane M. Fraser

502 **Parenting by people with learning disabilities: the educational needs of the community nurse**
Lorraine Culley and Nicky Genders

509 **Specialist practice in community mental health nursing**
Ben Hannigan

517 **Book/media review; Forthcoming issues**

518 **Diary**

519 **Editorial – Primacy of the printed word: is it under threat?**
Peter Birchenall

521 Network **Computer assisted learning: the potential for teaching and assessing in nursing**
Mike Lowry and Mark Johnson

527 **Integrating the creative arts into a midwifery curriculum: a teaching innovation report**
Debra Jackson and Jennifer R. Sullivan

533 **Student nurses' conceptions of internationalization: a phenomenographic study**
Monne Wihlborg

543 **Considering academic qualification in mathematics as an entry requirement for a diploma in nursing programme**
David E. Hilton

548 **Beyond the rhetoric of problem-based learning: emancipatory limits and links with andragogy**
Frank Milligan

556 **Novice and expert perceptions of psychological care and the development of psychological caregiving abilities**
Helena M. Priest

564 **Role of the research ethics committee**
Leslie Gelling

570 **Back to basics: exploring the conceptual basis of nursing**
J. Scammell and S. MIller

578 **Student discontinuations: is the system failing?**
Wilfred McSherry and Glenn R. Marland

586 **Creating tension: undergraduate student nurses' responses to a problem-based learning curriculum**
Francis Biley

592 Commentary **Nursing process: pradigm, paradox or Pandora's box?**
Moira Attree and Geraldine Murphy

598 Commentary **A response to Rolfe's reply to Closs and Draper**
Philip Burnard

599 **Editorial – Scholarship, namedropping and the '5-minute test'**
Martin Johnson

601 Network **Evaluation of open learning material designed for part of the diploma level research module for pre- and post-registration nurses**
Jenny Morris

610 **Sign of the times or the shape of things to come? A 3-day unit of instruction on 'aggression and violence in health settings for all students during pre-registration nurse training'**
Bernard Beech

617 **Self-determination in nursing students: an empirical investigation**
Maritta Välimäki, Jouni Itkonen, Johanna Joutsela, Tuula Koistinen, Sari Laine, Irmeli Paimensalo, Marja Siiskonen, Sanna Suikkanen, Tuija Ylitörmänen, Kirsi Ylönen and Hans Helenius

628 **Towards new models of teaching and researching nursing: the research practitioner**
Sally Glen and Karen Smith

633 **Use of experiential methods to teach research in a pre-registration nursing curriculum**
Josie Tetley and Jean Glover

639 **Jordanian undergraduate nursing students' perceptions of effective clinical teachers**
Violeta L. Nahas, Violet Nour and Muna Al-Nobani

649 **Teaching spirituality in nursing: a literature review**
Wendy M. Greenstreet

659 **An Antipodean evaluation of problem-based learning by clinical educators**
Allison F. Williams

668 Commentary **The pleasure of the bottomless: postmodernism, chaos and paradigm shifts**
Gary Rolfe

673 **Poem: Looking back: going forward**

Copyright

ISSN 0260 6917

Copyright © Harcourt Publishers Ltd 1999

is a registered trade mark of Harcourt Publishers Ltd

Apart from fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright Design and Patents Act 1988, this publication may only be reproduced, stored or transmitted, in any form and by any means, with the prior permission in writing of Harcourt Publishers Ltd, Robert Stevenson House, 1-3 Baxter's Place, Leith Walk, Edinburgh EH1 3AF, or in case of reprographic reproduction in accordance with the terms of licences issued by the Copyright Licensing Agency Ltd, 90 Tottenham Court Road, London W1P 0LP.
Typeset by the Publishing Technology Unit, Harcourt Health Sciences, Robert Stevenson House, Edinburgh
Printed by Bell & Bain Ltd, Glasgow